66TH CONFERENCE ON EXCEPTIONAL CHILDREN

Closing the Gap for Adolescent Struggling Readers

Pam Leitzell &
Elizabeth Gibbs

SELF-ASSESSMENT:
A Journey of Change

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

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SELF-ASSESSMENT:
A Journey of Change

66TH CONFERENCE ON EXCEPTIONAL CHILDREN

Closing the Gap for Adolescent Struggling Readers

University of Kansas Center for Research on Learning

## What are the characteristics of our adolescent struggling readers?

- They are less **fluent** readers with much smaller **sight vocabularies.**
- Their understanding of word and **multiple word meanings** is limited.
- They have **limited** background and conceptual **knowledge.**
- They are less skillful in using **strategies** that enhance understanding and remembering of oral and written **language**.

KU Center for Research on Learning - Leitzell 2016

Institute of Education Sciences (IES)

Developed practical recommendations for secondary teachers regarding ways to help students learn and understand content
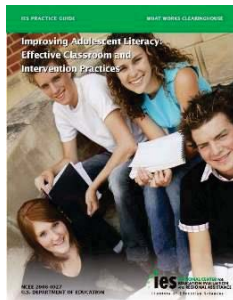
Can you guess the top 5 recommendations?

And the answer is ...
Schools should provide the following:

- Explicit **vocabulary** instruction.
- Direct and explicit **comprehension strategy** instruction.
- Opportunities for **extended discussion** of text meaning and interpretation.
- Supports for student **motivation and engagement** in literacy learning.
- Intensive and individualized **interventions** for struggling readers

University of Kansas
Center for Research on Learning

The Strategic Instruction Model (SIM)

...*dramatically* improves the performance of students considered to be at-risk for school failure through research-based interventions.

CRL

It started with

STRATEGIES

To Help Students Get Plugged Into Learning

Let's Look At An

Example

The Self-Questioning Strategy teaches students to wonder, question and predict

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Self-Questioning

- **A**ttend to clues as you read
- **S**ay some questions
- **K**eep predictions in mind
- **I**dentify the answer
- **T**alk about the answers

They look like aliens from a _Star Wars_ movie. They wear body armor from their shoulders down to their shins. Thick pads shield their chests, hips, arms, and legs. The special gloves they wear have padding on each finger. On their heads they display space-age helmets designed to protect the face as well as the head.

Look for clues.

What questions might you ask?

?

What is your prediction?

Learning Strategies Curriculum

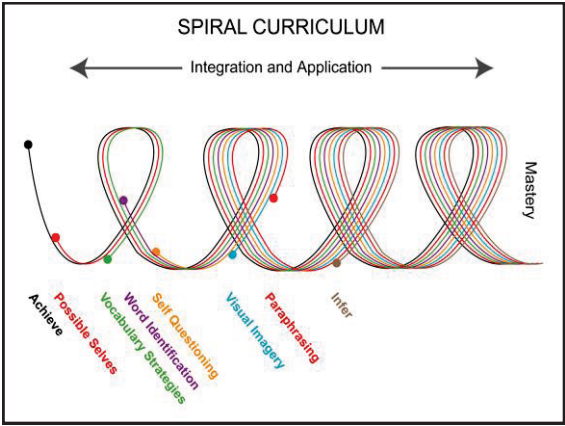| Acquisition	Storage	Expression of Competence
Word Mapping	LINCS	Sentence Writing
Word Identification	First-Letter Mnemonic	Paragraph Writing
Self-Questioning	Paired Associates	Error Monitoring
Visual Imagery		Theme Writing
Paraphrasing and Summarizing		Assignment Completion
Inference		Test-Taking
Listening and Notetaking		_Essay Test Taking_

Some Considerations:

Design a way to work with larger groups.

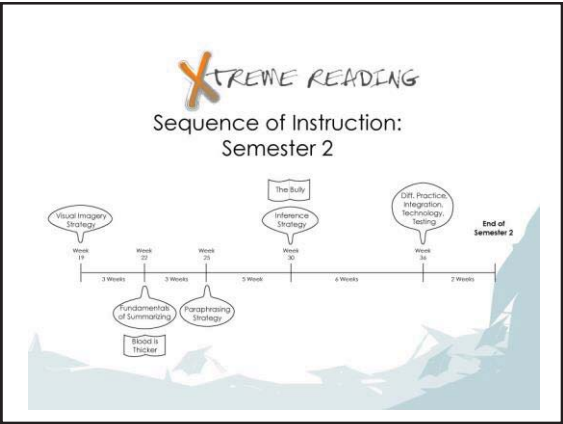**Increase the rate of students' growth.**

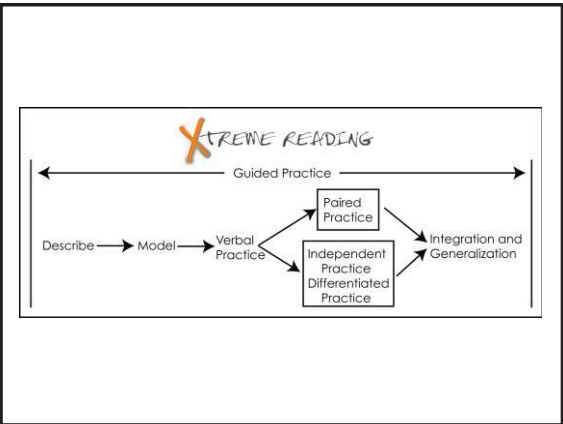**Develop a Spiral Curriculum.**

So…How do we close the gap?

SPIRAL CURRICULUM

Integration and Application ⟶

Mastery

Achieve
Possible Selves
Vocabulary Strategies
Word Identification
Self Questioning
Visual Imagery
Paraphrasing
Infer

The *Xtreme Reading* Model

Reading Core

Metacognition   Class Management

Decoding

Word Recognition

Fluency

Vocabulary

Comprehension

=

OUTCOMES
- Improved reading comprehension
- Motivation for reading
- Increased hope
- Success in academically challenging classes

Community Learning Skills   Motivation

The Course Organizer

Teacher:
Time:
Student:
Course Dates:

○ This Course: *Xtreme Reading*

is about building the knowledge, strategies, and habits of learning that will make you a great reader and help you reach important goals.

○ Grading Procedures

Start-Up Activities

Participation & Discussion

Classroom Skills

Assignments

Book Study

Tests & Quizzes

○ Course Questions:

1. How does thinking about your dreams and possibilities for your life change the way you approach learning?
2. Why do good learners know and use several different reading strategies?
3. How can learning new words and spending lots of time reading improve the knowledge that you have?
4. Why is reading fluently important?
5. Why is developing good habits of learning important?
6. How does improving your reading help you reach your goals and dreams?

The STRATEGIES

Xpect to ACHIEVE

Word Mapping

Word Identification

Possible Selves

Fundamentals of Paraphrasing and Summarizing

Paraphrasing

Inference

Xtreme Reading
Sequence of Instruction: Semester 2

Xtreme Reading
Guided Practice

Describe → Model → Verbal Practice → Paired Practice / Independent Practice Differentiated Practice → Integration and Generalization

Daily Schedules
Let's Talk To A Practitioner
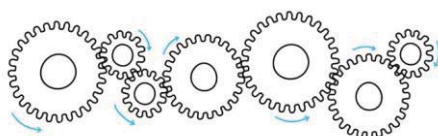
Fluency Component

Students:
- Take turns reading for one minute for three minutes each
- Count the words read in each minute
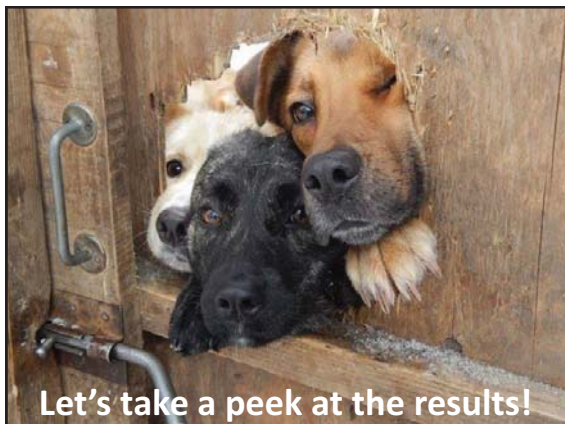- Chart the number of words on a graph

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The working parts of Xtreme form a comprehensive program.

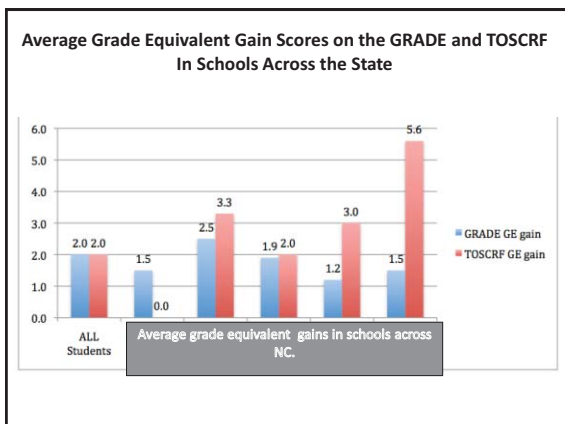It provides explicit instruction to help students generalize and integrate strategies within and outside school.

Table Talk

What Reading Supports Exist in Your Building?

Where Would Xtreme Reading Fit in Your Continuum Of Support

Let's take a peek at the results!

State Improvement Project

•Data collected during the 2013-2014 and 2014-2015 school years.

•223 students in 2013-2014 and 322 students in 2014-2015.

•Classes in a variety of grade levels (6-9).

•About equal numbers of boys and girls.

•Mixed classes of general education and special education students.

•Pre and posttests: TOSCRF and GRADE

NORTH CAROLINA

Average Grade Equivalent Gain Scores on the GRADE and TOSCRF In Schools Across the State

Average grade equivalent gains in schools across NC.

GRADE GE gain
TOSCRF GE gain

Average Grade Equivalent Gain Scores on the GRADE and TOSCRF In Schools Across the State
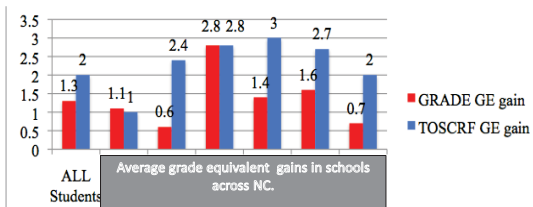
3 Years of Grade Equivalent Gain Scores in One District on the GRADE
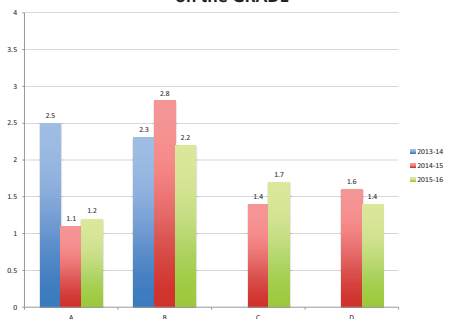
3 Years of Grade Equivalent Gain Scores in One District on the TOSCRF
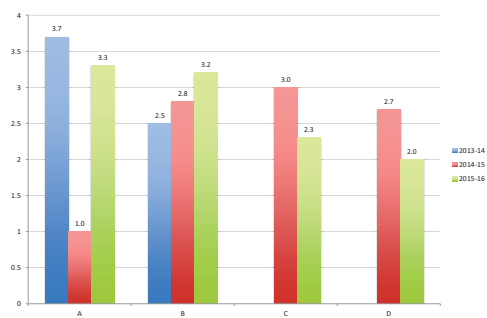
Read the http://ies.ed.gov/ncee/pubs/20164001/ including background on the Striving Readers initiative, the review process, and conclusions for all Striving Readers interventions

Xtreme Reading Is…

KU Center for Research on Learning -
Leitzell 2016

KU Center for Research on Learning -
Leitzell 2016

pamleitzell@learningcurvepd.com

elizabeth.gibbs@dpi.nc.gov

rick.powers@dpi.nc.gov

melissa.towery@dpi.nc.gov

THANK YOU **For Coming**

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Closing the Gap for
Adolescent Struggling Readers

Handouts

pamleitzell@learningcurvepd.com
616-283-4705

elizabeth.gibbs@dpi.nc.gov
828-442-7606

XTREME READING

The mission of *Xtreme Reading* is to empower adolescent learners to reach academic goals and to teach them the *strategies, habits of learning, and knowledge* regarding reading and literacy that are required to thrive in the 21st century. *Xtreme Reading* is a spiral curriculum comprised of eight foundational reading and motivation strategies delivered in a single school year. It entails explicit instruction in each strategy, guided practice, meaningful feedback, and independent practice in generalizing and combining strategies within and outside school.

Xtreme Reading is appropriate for students who exhibit:

- Poor reading fluency
- Small sight vocabularies
- Limited understanding of words and multiple word meanings
- Limited background and conceptual knowledge
- Demonstrate few skills in using strategies that enhance understanding and remembering of oral and written language

Systems should utilize measures that are currently used (end of year testing, localized assessments), additional assessments (e.g., the GRADE, AIMSWeb, etc.) or base decisions on IEP data. XR is appropriate for students who read at approximately a 4th grade level.

Xtreme Reading teachers follow detailed lesson plans that include a combination of the following instructional components: Warm-up, guided reading, whole-class strategy instruction, student practice activities, vocabulary activities, and end of lesson wrap-ups. The lesson format requires a rigorous pace including specific time allotments for all activities. The pace is designed to keep students engaged throughout the entire class period.

Xtreme Reading coaches can support teachers in the classroom setting through classroom observations, model lessons, feedback about effective instruction, student data review, and ongoing support for teachers and students.

The *Xtreme Reading* program provides an opportunity for students to become strong readers and stronger students. It lays the groundwork for success in school and opens the door to success in life.

The *Xtreme Reading* Model

Reading Core

Metacognition   Class Management

Decoding

Word Recognition

Fluency

Vocabulary

Comprehension

Community Learning Skills   Motivation

= OUTCOMES
- Improved reading comprehension
- Motivation for reading
- Increased hope
- Success in academically challenging classes
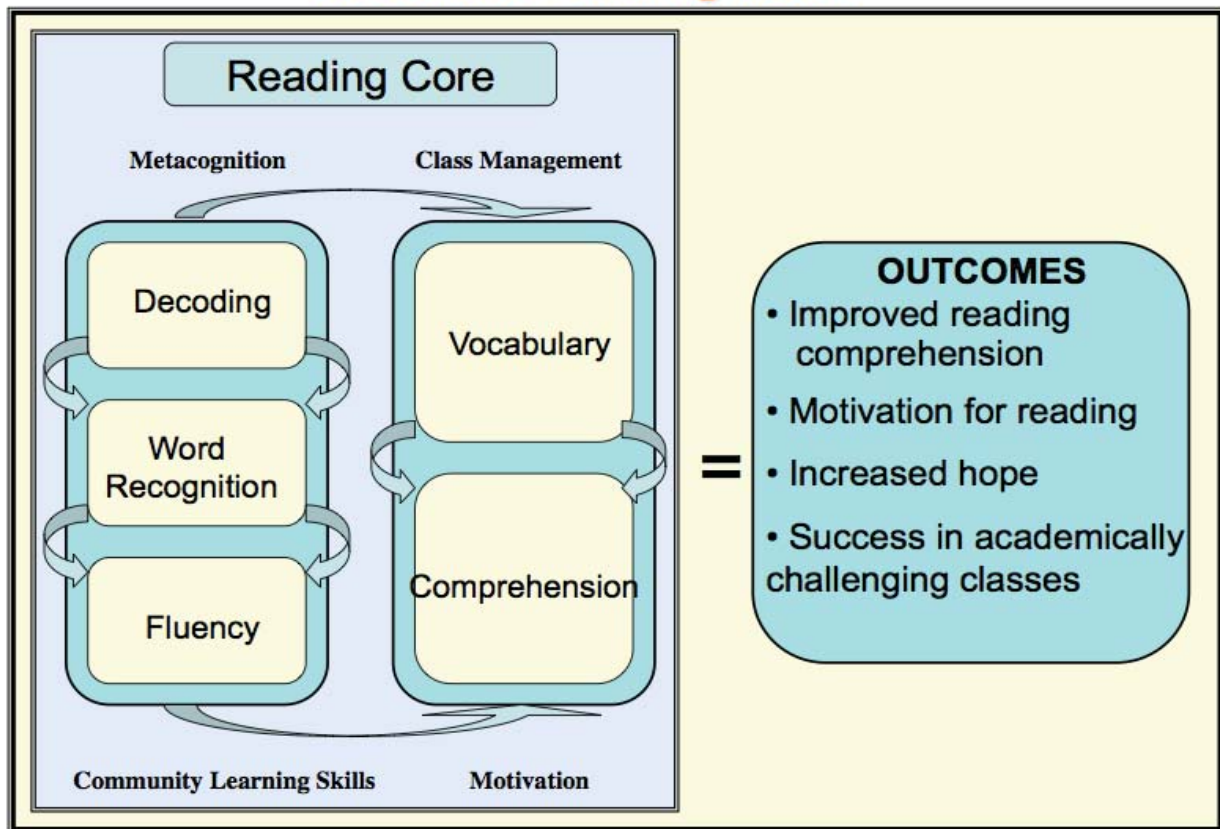
Xtreme Reading **is a comprehensive program that is designed to provide the consistent, intensive, and explicit instruction that struggling adolescent readers need to become competent and confident readers.**

Teacher materials include 8 teacher notebooks with daily schedules and lesson materials:
- Xpect to Achieve
- Word Mapping
- Word Identification
- Possible Selves
- Self-Questioning
- Paraphrasing
- Inference
- Visual Imagery

*Teachers also receive the teacher editions of all practice passage books with answer keys and a CD containing "Tools for Efficiency and Effectiveness".
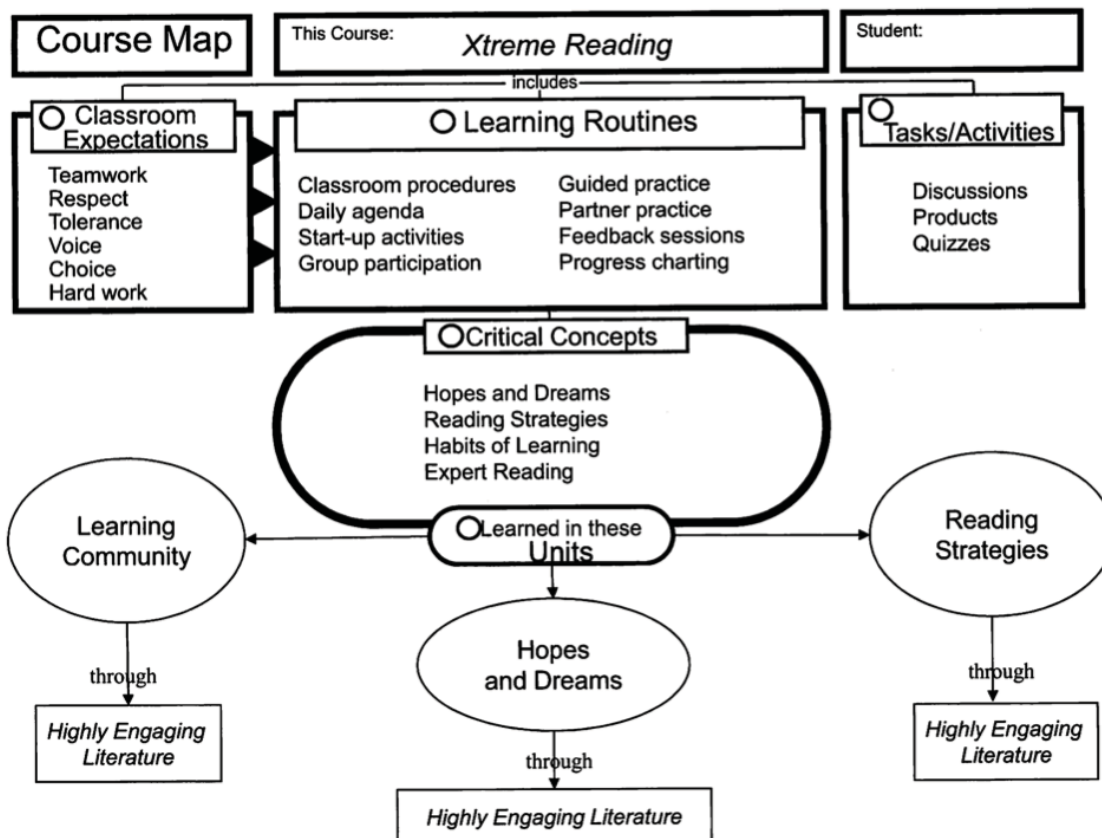
Student notebooks include consumable worksheets, notes sheets, and cue cards for each of the strategies taught. Books containing expository and narrative leveled passages are included for student practice.

The Course Organizer

○ **This Course:** *Xtreme Reading*

is about building the knowledge, strategies, and habits of learning that will make you a great reader and help you reach important goals.

○ Course Questions:

1. How does thinking about your dreams and possibilities for your life change the way you approach learning?

2. Why do good learners know and use several different reading strategies?

3. How can you use several reading strategies to improve your understanding and memory of what you read?

4. How can learning new words and spending lots of time reading improve the knowledge that you have?

5. Why is reading fluently important?

6. Why is developing good habits of learning important?

7. How does improving your reading help you reach your goals and dreams?

○ Grading Procedures

Classroom Skills

Start-Up Activities

Participation in Discussions

Assignments

Tests & Quizzes

Book Study

Course Map	This Course: *Xtreme Reading*	Student:

—— includes ——

○ Classroom Expectations

Teamwork
Respect
Tolerance
Voice
Choice
Hard work

○ Learning Routines

Classroom procedures
Daily agenda
Start-up activities
Group participation

Guided practice
Partner practice
Feedback sessions
Progress charting

○ Tasks/Activities

Discussions
Products
Quizzes

○ Critical Concepts

Hopes and Dreams
Reading Strategies
Habits of Learning
Expert Reading

○ Learned in these **Units**

Learning Community → through → *Highly Engaging Literature*

Hopes and Dreams → through → *Highly Engaging Literature*

Reading Strategies → through → *Highly Engaging Literature*

Secondary Literacy Profile

Results on the State Assessment:
List percentage of students performing at each level.

ELA Assessment	% Students at Level 1	% Students at Level 2	% Students at Level 3	% Students at Level 4	% Students at Level 5
Grade 6					
Grade 7					
Grade 8					
Grade 9					
Grade 10					
Grade 11					
Grade 12					

Math Assessment	% Students at Level 1	% Students at Level 2	% Students at Level 3	% Students at Level 4	% Students at Level 5
Grade 6					
Grade 7					
Grade 8					
Grade 9					
Grade 10					
Grade 11					
Grade 12					

Indicate all sources of assessment information you receive or have access to on the skills of your students in the following areas (state, district or school assessments, etc)

A. Decoding proficiency ___ yes ___ no Source: _____
B. Reading fluency ___ yes ___ no Source: _____
C. Reading vocabulary ___ yes ___ no Source: _____
D. Reading comprehension ___ yes ___ no Source: _____
E. Motivation/attitudes ___ yes ___ no Source: _____
F. Oral language proficiency ___ yes ___ no Source: _____
G. Oral vocabulary ___ yes ___ no Source: _____

Instructional Challenges and Practices:

Identify the following items that would support the literacy levels of your students with a plus (+). Identify those that hinder the literacy levels of your students with a minus (-). Place your answers to the right of your choices.

Student mobility		Teacher expectations	
Student motivation		English Proficiency	
Instructional programs		Family Literacy Practices	
Previous instruction		Parental Support	
Student ability		Communication among teachers regarding student performance	

What are the greatest reading-related challenges facing your students? Rank the areas of greatest concern (1) to areas of least concern (8). Place your ratings to the right of each choice.

Reading Fluency		Reading Comprehension		Vocabulary		Self-monitoring	
Motivation		Decoding		Stamina		Background Knowledge	

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SELF-ASSESSMENT: A Journey of Change

Addressing Adolescent Literacy

Resources

pamleitzell@learningcurvepd.com
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http://sim.kucrl.org
www.ncsip.org
AdLit.org

Alliance for Excellent Education. Adolescent Literacy: **Bridging the College- and Career-Readiness Gap** http://all4ed.org/reports-factsheets/adolescentliteracybridging/

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Carnegie Council on Advancing Adolescent Literacy. (2010**). Time to act: An agenda for advancing adolescent literacy for college and career success**. New York, NY: Carnegie Corporation of New York. A full-text PDF of this document is available for free download from www.carnegie.org/literacy https://www.carnegie.org/media/filer_public/8c/8d/8c8dfd82-b5fc-4bb9-8bd1-bb262175eaf4/ccny_report_2010_tta_agenda.pdf

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Hock, M.R., Brasseur, I.F., Deshler, D.D. Catts, H.W., Marquis, J.G., Mark, C. A., Stribling, J.W. *What is the Reading Component Skill Profile of Adolescent Struggling Readers in Urban Schools?* Learning Disabilities Quarterly, 32 no1, Winter 2009.

Smith,K.G., Dombek,K.L., Foorman, B.R., Hook,K.S., Lee,L., Cate,A.M., Sanabria,I., & Stafford,T. (2016) *Self-study guide for implementing high schoolacademic interventions.* (REL2016-218). Washington, DC: U.S.DOE, IES, National Center for Education Evaluation and Regional Assistance.RELS retrieved from http://ies.ed.gov/ncee/edlabs. or http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4543

What Content-Area Teachers Should Know About Adolescent Literacy. To download this document, visit www.nifl.gov. or https://lincs.ed.gov/publications/pdf/adolescent_literacy07.pdf